

Name: \_\_\_\_\_

## **The 1930s: Politics at Home and Abroad**

### **Responding to the Depression (p. 101)**

During the 1930s Prime Minister Mackenzie King was unprepared to deal with the realities of the \_\_\_\_\_. He believed that the situation was \_\_\_\_\_ and that the \_\_\_\_\_ would recover by itself. In the 1930 election, King lost to Conservative \_\_\_\_\_ who got a majority government.

Bennett also didn't believe in government relief, but he did introduce some measures to help Canadians.

#### **1) Unemployment Relief Act**

- a. Gave the \_\_\_\_\_ \$20 million for \_\_\_\_\_ programs
- b. BUT this did \_\_\_\_\_ help the economy!

#### **2) Raising Tariffs**

- a. Raised tariffs often by more than \_\_\_\_\_
- b. BUT this did more \_\_\_\_\_ than good because other countries created trade barriers against \_\_\_\_\_

#### **3) Prairie Farm Rehabilitation Act**

- a. This was meant to help farmers build \_\_\_\_\_ and \_\_\_\_\_
- b. BUT by this point \_\_\_\_\_ and \_\_\_\_\_ had forced many families to \_\_\_\_\_ their farms

The \_\_\_\_\_ was a fear of \_\_\_\_\_ spreading

In 1935 the \_\_\_\_\_ was when more than \_\_\_\_\_ men left relief camps in \_\_\_\_\_ and gathered in Vancouver to protest. The men decided to go straight to \_\_\_\_\_ with their complaints. They \_\_\_\_\_ as far as Regina when Bennett called in the \_\_\_\_\_ to stop them. One officer was killed, many were injured, and 130 protesters were arrested – this became known as the \_\_\_\_\_.

In the United States President \_\_\_\_\_ introduced something called the “\_\_\_\_\_” that created public work programs. The US Federal government spent \_\_\_\_\_ of dollars to get the economy working again.

- Programs such as the \_\_\_\_\_ provided things such as old age pension, \_\_\_\_\_, and financial assistance for dependent mothers

In Canada Bennett also introduced a “\_\_\_\_\_.” This focused on five key issues.

- Fair and progressive taxation
  - People who \_\_\_\_\_ more \_\_\_\_\_ more
- Insurance
  - \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- Workplace Reforms
  - Work \_\_\_\_\_, \_\_\_\_\_ wages, working \_\_\_\_\_
- Revised Old-Age Pension
- Agricultural Support Programs
  - Created the Canadian Wheat Board to \_\_\_\_\_ prices

## Politics of Protest (p. 106)

During the Depression new political parties suggested solutions

- 1) The \_\_\_\_\_ (CCF)
  - Founded in the \_\_\_\_\_ provinces in 1932
  - Canada's first \_\_\_\_\_ party
  - Believed that \_\_\_\_\_ breeds inequality and greed
  - Wanted a \_\_\_\_\_ controlled economy so Canadians would benefit \_\_\_\_\_
  - The Party Platform was known as the \_\_\_\_\_
    - Opposed \_\_\_\_\_ economics
    - Wanted public \_\_\_\_\_
    - Wanted social programs to help the \_\_\_\_\_, the unemployed, the \_\_\_\_\_ and the sick
- 2) The \_\_\_\_\_
  - Believed that capitalism was a \_\_\_\_\_ economic system
  - Promised each citizen a "basic dividend" of \_\_\_\_\_ a month to buy necessities → The Federal government challenged the right of a province to issue \_\_\_\_\_ and social credit was banned by the \_\_\_\_\_
  - This party survived in \_\_\_\_\_ until 1971!
- 3) Union \_\_\_\_\_
  - This party supported Quebec \_\_\_\_\_
  - The party wanted improved \_\_\_\_\_ conditions, social \_\_\_\_\_ programs, and \_\_\_\_\_ owned power
  - In reality leader Maurice Duplessis did little to improve conditions

By 1935 people were annoyed with Bennett and \_\_\_\_\_  
was returned to power – but he still didn't believe in government spending!

- Unemployment had caused tension between \_\_\_\_\_ and \_\_\_\_\_ governments
- The 1937 Rowell-Sirois Report recommended \_\_\_\_\_ payments
  - The \_\_\_\_\_ of money from \_\_\_\_\_ to poor provinces
  - \_\_\_\_\_ provinces hated this!
  - When WW2 broke out this report was largely pushed aside

## **Global Politics**

Not only \_\_\_\_\_ America suffered an economic slowdown!

- The Depression hit \_\_\_\_\_ hard
  - Resented the \_\_\_\_\_ of the Treaty of Versailles that made them pay \$32 billion in reparations
  - The German economy was under great \_\_\_\_\_
  - The German government printed large amounts of \_\_\_\_\_ in the 1920s which essentially made it \_\_\_\_\_
- In Japan government spending was increased to counteract the reduced amount of \_\_\_\_\_ materials coming from the US
  - Japan also started to \_\_\_\_\_ expand its territory
- Russia and several other \_\_\_\_\_ countries formed the Union of Soviet Socialist Republics (USSR)
  - This economic system protected the USSR from the depression
  - BUT leader Joseph \_\_\_\_\_ was a ruthless dictator!

Name: \_\_\_\_\_

**In-Class Essay:**

**Canada's Increasing Autonomy from 1914-1939**

**ESSAY SCORING CRITERIA**

A response may or may not conform to each and every descriptor within a particular scale point. The marker should classify the response into a category based on general impression rather than by checking off each descriptor. **NOTE: This is a first draft response and should be scored as such.**

**6**

- A relevant position/thesis, as directed by the command term, is clearly stated.
- Superior recall of factual content; organized in a thoughtful and effective manner.
- Position is supported with thoroughly developed details and insightful conclusions are drawn.
- Expression is clear and fluent with few flaws in communication.

**5**

- A relevant position/thesis, as directed by the command term, is clearly stated.
- Proficient recall of factual content; organized in a thoughtful and effective manner.
- Position is supported with well-developed details and effective conclusions are drawn.
- Expression is generally fluent with few flaws in communication.

**4**

- A relevant position/thesis, as directed by the command term, is adequate.
- Competent recall of factual content; generally organized in a clear manner.
- Position is supported with sufficient details and adequate conclusions are drawn.
- Expression is sufficiently fluent; errors do not impede meaning.

**3**

- A relevant position/thesis, as directed by the command term, is adequate.
- Minimal recall of factual content; organization is attempted.
- Position is supported with some detail and conclusions are weak.
- Expression is limited; errors may distract and impede meaning.

**2**

- A position/thesis is insufficient.
- Limited recall of factual content; lacks organization.
- Absence of supporting details, little or no relevant conclusion.
- Expression is awkward; errors interfere with meaning.

**1**

- A position/thesis is absent.
- Deficient recall of factual content; lacks organization.
- Absence of supporting detail.
- Expression is full of errors making understanding difficult.

**0**

- Makes no attempt to address the topic or simply restates the question.

**No Response**

- No response given.

### **In-Class Essay Preparation**

“How did Canada increase its autonomy from 1914 to 1939?”

<b>What is it?</b>	<b>How did it affect Canada's Autonomy</b>
Vimy Ridge	<ul style="list-style-type: none"><li>- Canadians fought together for the first time</li><li>- Canadians became known as an elite fighting force</li><li>- Canadians captured Vimy Ridge in four days (the French and British had been trying for two years!)</li><li>- This was a source of national pride!</li></ul>


### **Canada's Growing Autonomy: Ideas**

- Vimy Ridge\*
- War Heroes
- Paris Peace Conference\*
- Treaty of Versailles\*
- League of Nations\*
  
- American Branch Plants (Is this Autonomy? Autonomy from Britain?)
- Canadian Art – The Group of Seven
- Unique Canadian Identity at the Movies → The “Mountie”
- Canadian Literature (Canadian Forum, Maclean's)
- Canadian Sports Heroes
  
- The Chanak Crisis\*
- The Halibut Treaty\*
- The King-Byng Crisis\*
- The Imperial Conference\*
- The Balfour Report\*
- The Statute of Westminster\*
  
- Unemployment Relief Act
- Prairie Farm Rehabilitation Act
- On-to-Ottawa Trek
- Bennett's New Deal

**\* The stars mark things that would be EXCELLENT for this question!**